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ISSUES In general, the feedback on the draft framework indicated support for the overall approach. Portsmouth, NH: Heinemann. Life Sciences Barrett, J.E., and Clements, D.H. (2003). This is a task for another group. In addition, NRC staff contacted over 40 organizations in science, engineering, and education to notify them of the public comment period; they were asked to hold focus groups for gathering feedback from their members or to notify members of the opportunity to comment online. Her research Page 364 Share Cite Suggested Citation:“Appendix C: Biographical Sketches of Committee Members and Staff.” National Research Council. Undertaking the task of identifying and articulating the core ideas in the behavioral and social sciences would be impossible within the available time and budget constraints. Some individuals suggested that this topic needed more attention in the draft framework. 8. Learning Science in Informal Environments: People, Places, and Pursuits. Planning early for careers in science. 10. She served on the inaugural National Advisory Council for Biomedical Imaging and Bioengineering for the National Institutes of Health (2002-2007) and was elected fellow of the American Association for the Advancement of Science and Biomedical Engineering Society (2008). Members Scott Linneman, Western Washington University, Bellingham Eric Pyle, James Madison University Dennis Schatz, Pacific Science Center, Seattle Don Duggan-Haas, Paleontological Research Institution, Ithaca, NY ENGINEERING, TECHNOLOGY, AND APPLICATIONS OF SCIENCE Lead Cary Sneider, Portland State University, Oregon Cary Sneider is associate research professor at Portland State University in Portland, Oregon, where he teaches courses in research methodology for teachers in master’s degree programs and consults for a number of organizations, including Achieve, Inc., the Noyce Foundation, and the state of Washington’s Office of Public Instruction. × Page 334 Share Cite Suggested Citation:“Appendix A: Summary of Public Feedback and Subsequent Revisions.” National Research Council. Overall, the committee thinks that the framework’s content is now contained in a more suitable structure—one that provides guidance to standards developers rather than extremely detailed sets of discrete content statements. Quinn (Chair) is professor emerita of physics at SLAC National Accelerator Laboratory, Rebecca R. Science for All, Diversity, and Equity Many readers thought it was unclear whether this document was intended to prepare future scientists or to acquaint all students with science. × • We added more emphasis on behavior and psychology, especially cognitive science, in the life sciences chapter, including a component idea on information processing under LS1 and a component idea on social interactions and group behavior under LS2. Rosebery, A.S., Warren, B., and Conant, F. He has been a state policy maker, a designer of programs to improve teaching, a researcher, an evaluator, and an adviser to governors, state legislatures, foundations, and reform organizations. Previously, he taught high school science for 12 years. 18. Committee on Test Design for K-12 Science Achievement. American Educational Research Journal, 45(1), 68-103. Carey, S. Deborah C. There was also concern about the level of detail included in the progressions; some felt that they went too far toward becoming standards. More specifically, the following changes were made in response to this input: • In the Introduction, we acknowledge that the behavioral and social sciences are part of science and that they are not broadly represented in this framework. Since 1998 he has taught policy analysis at the Woodrow Wilson School of International and Public Affairs at Princeton University. How People Learn: Brain, Mind, Experience, and School. × society, discusses applications of science as well. He was the state science education specialist and coordinator of curriculum from 1993 to 2004. National Science Education Standards. Air is a substance. Enfield, M., Smith, E.L., and Grueber, D.J. (2008). See a bug? We reframed the introductory chapter, incorporated an argument for the importance of science education, provided a concise discussion of the goals for science education for all students, and added an explicit vision statement. ORGANIZATIONS THAT CONVENED DISCUSSION/FOCUS GROUPS Achieve, Inc. People also expressed trepidation that the learning progressions in the draft contained too many discrete and disconnected notions and that some were not central to the core idea being developed. Her work has focused on translating research that integrates advances in nanotechnology and molecular imaging with microfabrication technologies to develop optical imaging systems that are inexpensive and portable and provide point-of-care diagnosis. Warren, B., Ballenger, C., Ogonowski, M., Rosebery, A.S., and Hudicourt-Barnes, J. The committee added a section to the end of Chapter 4 to emphasize the need to reflect on scientific and engineering practices as a means to deepen students’ understanding of the nature of science. Lee, O., and Fradd, S.H. (1998). (2008). Let us know! Here you can also share your thoughts and ideas about updates to LiveJournal Your request has been filed. × Purpose, Audience, and Voice The feedback suggested some confusion about the purpose of the document and the intended audience. He pursues a cognitive and cultural program of research across diverse environments focused on how people learn in ways that are personally consequential to them. There were some suggestions of particular concepts to cut and of others to add. Griffiths is director emeritus and professor of mathematics at the Institute for Advanced Study, which he led from 1991 to 2003. She served as study director for a review of the National Aeronautics and Space Administration’s pre-college education programs in 2007 and co-directed the study that produced the 2007 report Taking Science to School: Learning and Teaching Science in Grades K-8. Norwood, NJ: Ablex. She holds a Ph.D. in psychology (developmental) and anthropology and a certificate in culture and cognition from the University of Michigan. In the chapter on scientific and engineering practices, we included two practices that specifically link to mathematics and literacy: “Using Mathematics, Information and Computer Technology, and Computational Thinking” and “Obtaining, Communicating, and Presenting Information.” In discussions of these practices, we called out the need to parallel the Common Core Standards. Bay odyans: Argumentation in Haitian Creole classrooms. Brown, B.A. (2006). Quantifying path length: Fourth-grade children’s developing abstractions for linear measurement. Teaching the topic of the particulate nature of matter in prospective teachers’ training courses. 41. Finally, in Chapter 12: Guidance for Standards Developers, we explicitly recommended that standards should incorporate the three dimensions in both their content statements and performance expectations. He has studied everyday expertise and cognition in science and health, the design and use of emerging learning technologies in science classrooms, children’s argumentation and conceptual change in science, culturally responsive science instruction, the use of emerging digital technologies in youth culture, and new approaches to inquiry instruction in science. Response The committee undertook significant revisions of the core and component ideas for all of the disciplines. Across all of the modes of response and across all kinds of individuals, people commented that the promise of the first chapter was not consistently delivered in the rest of the document. Also, we shifted material that described the theoretical and empirically based assumptions guiding the framework to a second chapter. Science Education, 94(6), 1,008-1,026. And there was concern that the progressions were not clearly based on research; a couple of the experts pointed out places for which research suggests realignment of the content. Talking Science: Language, Learning, and Values. She co-authored two award-winning books for practitioners that translate findings of NRC reports for a broader audience: Ready, Set, Science!: Putting Research to Work in K-8 Science Classrooms (2008) and Surrounded by Science (2010). Several comments from individuals and summaries from focus groups called for more discussion of the goals of science education and a stronger argument in the first chapter for why science education is important. 54. 2012. He has worked on the development of a secondary school mathematics and science academy at UM. Overall, readers tended to assume that each core idea would be given equal time in curriculum and instruction, leading to the impression, for example, that Page 342 Share Cite Suggested Citation:“Appendix A: Summary of Public Feedback and Subsequent Revisions.” National Research Council. Based on this feedback and review of the document by committee members with expertise in elementary school science, some core ideas or component ideas were excluded at the K-2 level, with development of these ideas beginning instead in the 3-5 grade band. There also is evidence that engaging in design activities can enhance students’ understanding of science [3]. × Page 362 Share Cite Suggested Citation:“Appendix C: Biographical Sketches of Committee Members and Staff.” National Research Council. Lewenstein, A.W. Shouse, and M.A. Feder (Eds.). Their comments ranged from whether the inclusion of a core or component idea was appropriate, to suggestions for additions, to word-level editorial changes. His research examines how to make scientific Page 362 Share Cite Suggested Citation:“Appendix C: Biographical Sketches of Committee Members and Staff.” National Research Council. Dudley R. At the National Research Council, he served on the Committee on Science Learning, K-8. She was an active contributor to the California State Science Standards development process. In Page 340 Share Cite Suggested Citation:“Appendix A: Summary of Public Feedback and Subsequent Revisions.” National Research Council. Gomez, L. Seattle: Center for Multicultural Education, University of Washington. We trimmed the material included under engineering and technology and focused on design as one of the major elements of engineering. Those who understand: Knowledge growth in teaching. Bell, B. These definitions then inform how engineering and technology are treated throughout the framework. × practices, such as argumentation, explanation, and modeling, meaningful and effective for classroom teachers and students. Rethinking diversity in learning science: The logic of everyday sense-making. Gess-Newsome and N.G. Lederman (Eds.). PCK and Science Education (pp. Many also commented on a lack of clear statements about diversity and equity. School/School District Partner Organization Pages Hillside Public Schools (NJ) Linden Public Schools (NJ) North Penn School District (PA) Merck Institute for Science Education (photos by Merck Photography Services) 32, 61, 126, 146, 238, 314, 323 Parkview School (IL) Northwestern University’s School of Education and Social Policy (photos by Jim Ziv) 133, 134, 249 Front cover (clockwise from top left): Sun and Earth, © 1999 PhotoDisc Inc., InterNetwork Media, Inc.; students of Japan’s Osaka University operate spider shaped robots “Asterisk” AFP/Stringer/Getty Images; young explorers, © iStockphoto; female scientist working with lasers while doing research in a quantum optics lab ©1996 PhotoDisc, Inc. He carried out classical experimental studies on the ecosystem significance of biodiversity loss, fragmentation, and deforestation. At the same time, there were many critiques and suggestions for how to improve it. 50. We revised the structure and content of the core ideas in all of the disciplines and replaced detailed progressions with grade band endpoints for grades 2, 5, 8, and 12. doi: 10.17226/13165. Committee on Standards for K-12 Engineering Education. × and that this discussion could be cut. These responses suggested confusion about whether the framework is intended to define a full chemistry and physics course at the high school level. 20.

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